

Iowa Teaching Standards and Criteria

The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on 5/10/02. Changes to the criteria were adopted by the State Board of Education on 5/13/10. The amendments strengthen Iowa's commitment to using student performance data to evaluate educators. They specifically address 281--Iowa Administrative Code 83, Teacher and Administrator Quality Programs.

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria

The teacher:

- Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- Implements strategies supporting student, building, and district goals.
- Uses student performance data as a guide for decision making.
- Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- Creates an environment of mutual respect, rapport, and fairness.
- Participates in and contributes to a school culture that focuses on improved student learning.
- Communicates with students, families, colleagues, and communities effectively and accurately.

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria

The teacher:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content area.

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The teacher:

- Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- Sets and communicates high expectations for social, behavioral, and academic success of all students.
- Uses student's developmental needs, backgrounds, and interests in planning for instruction.

- Selects strategies to engage all students in learning.
- Uses available resources, including technologies, in the development and sequencing of instruction.

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criteria

The teacher:

- Aligns classroom instruction with local standards and district curriculum.
- Uses research-based instructional strategies that address the full range of cognitive levels.
- Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- Connects students' prior knowledge, life experiences, and interests in the instructional process.
- Uses available resources, including technologies, in the delivery of instruction.

Standard 5

Uses a variety of methods to monitor student learning.

Criteria

The teacher:

- Aligns classroom assessment with instruction.
- Communicates assessment criteria and standards to all students and parents.
- Understands and uses the results of multiple assessments to guide planning and instruction.
- Guides students in goal setting and assessing their own learning.
- Provides substantive, timely, and constructive feedback to students and parents.
- Works with other staff and building and district leadership in analysis of student progress.

Standard 6

Demonstrates competence in classroom management.

Criteria

The teacher:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- Establishes, communicates, models, and maintains standards of responsible student behavior.
- Develops and implements classroom procedures and routines that support high expectations for student learning.
- Uses instructional time effectively to maximize student achievement.
- Creates a safe and purposeful learning environment.

Standard 7

Engages in professional growth.

Criteria

The teacher:

- Demonstrates habits and skills of continuous inquiry and learning.
- Works collaboratively to improve professional practice and student learning.
- Applies research, knowledge, and skills from professional development opportunities to improve practice.
- Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
- Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

Standard 8

Fulfills professional responsibilities established by the school district.

Criteria

The teacher:

- Adheres to board policies, district procedures, and contractual obligations.
- Demonstrates professional and ethical conduct as defined by state law and district policy.
- Contributes to efforts to achieve district and building goals.
- Demonstrates an understanding of and respect for all learners and staff.
- Collaborates with students, families, colleagues, and communities to enhance student learning.